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ABSTRACT

Students and Teachers Achieving Results (STAR) is a student-centered learning project developed by Long Beach City College, in California, to increase the success and retention rates of underrepresented students. Through STAR, students are provided with a program of linked courses that develop communication skills, utilize interdisciplinary curricula and cooperative learning, facilitate faculty involvement, build self-esteem, and offer academic and social support. In the project, 400 letters were sent to students who had placed at the lowest level in reading and writing assessment processes, with 24 students enrolling in the project's 12 and one-half core units of basic skills courses. STAR was designed to create a learning community by developing the cohort of students and linking courses through the theme, "college success for the basic skills student." In evaluating STAR, the college sought to determine the factors influencing the student cohort, identify desired program outcomes, use quantitative and qualitative assessment methods, and develop a strategic action plan. The college determined that STAR had significantly improved reading and writing skills, advanced a larger number of underrepresented students to higher course levels than usual, improved retention, reduced the number of underrepresented students on academic probation, increased their completion ratio, and elevated self-esteem. Appendixes provide the STAR linked curriculum, a description of the basic skills and competencies emphasized in the project, and a learning communities action plan. (TGI)

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ED 393 514

Establishing A Learning Community For Community College Students:

★STAR

Students and Teachers
Achieving Results

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Students and Teachers Achieving Success

Chancellor's Office
California Community Colleges

LONG BEACH CITY COLLEGE
PACIFIC COAST CAMPUS
1305 East Pacific Coast Highway
Long Beach, California 90806-5797

Project Team:

Dr. Jannie Makay
Project Co-Director
Matriculation Specialist

Mrs. Susan Abbott
Project Co-Director
Associate Professor, English

Mr. Allen Bundy
Assistant Professor
English

Mrs. Diana Ogimachi
Department Head
Counseling

Dr. Lynne Miller
Professor
Family and Consumer Studies

Mr. Paul Waechter
Department Head
Adult Basic Education

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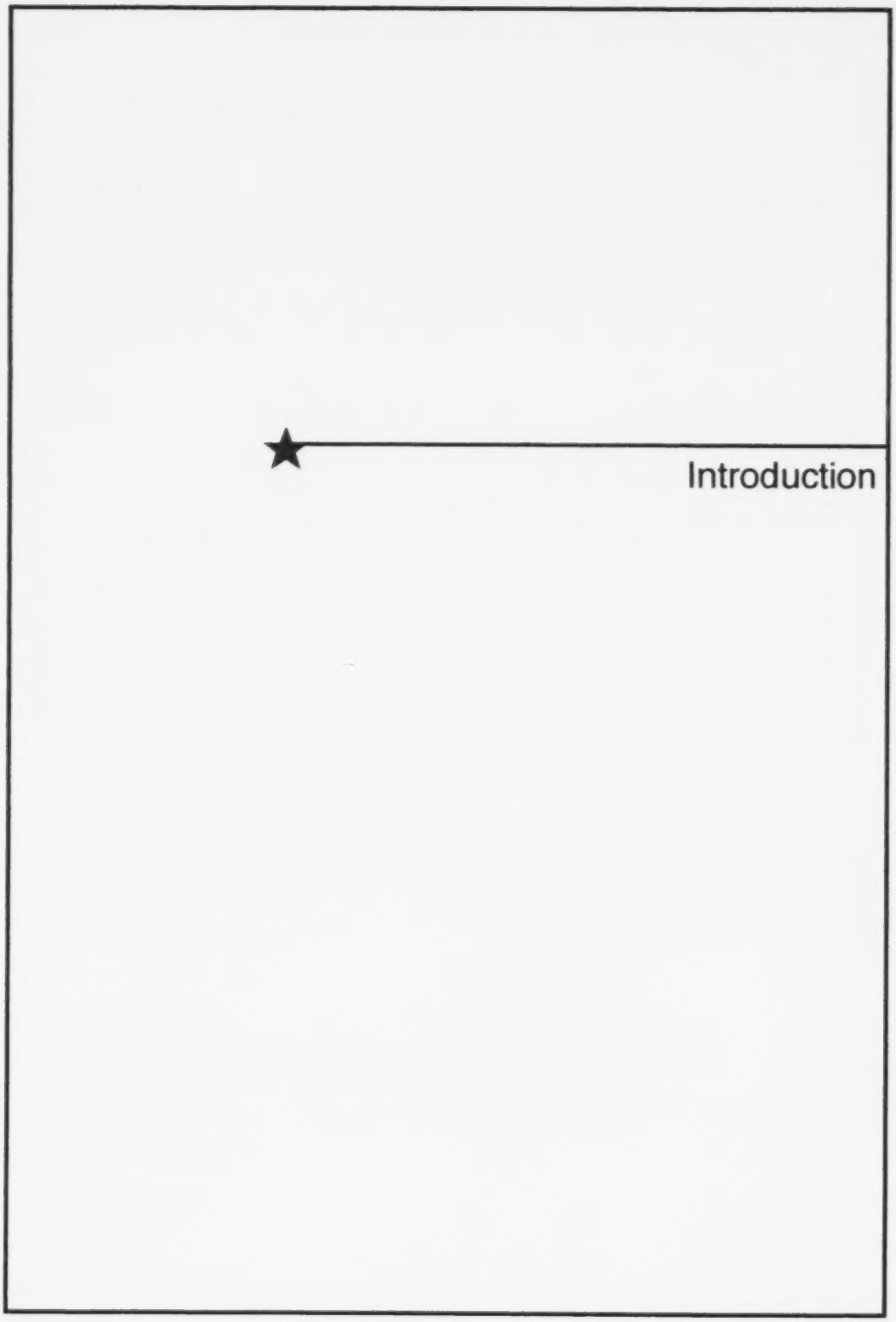

Introduction

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" . . an innovative program to address the needs of underrepresented students in basic skills. . ."

Students and Teachers Achieving **R**esults (**STAR**), the Long Beach City College Special Project, is a student-centered learning program founded on the premise that underrepresented students, those who traditionally and repeatedly fail, can in fact find success. The overall goal of this project is to enhance success of underrepresented students. In keeping with California Commuunity College Board of Governors' *The Basic Agenda: Policy Directions and Priorities for the Nineties*, this project places an emphasis on increased retention of underrepresented students as well as broader provision of basic skills instruction.

To achieve this overall goal, the STAR team formed a learning community, a non-traditional, active teaching/learning environment designed to intensely develop reading, writing, math, study, and college survival skills. The community links students and faculty in a small, cohesive unit, and provides support for students in both academic and affective domains as they begin general education programs. Through the STAR project, LBCC has identified teaching and learning strategies that are successful with underrepresented student populations, implemented identified strategies in a pilot community, and disseminated successful findings for use in other community college classrooms.

Background information is important at this point to provide an overview of the conditions that sparked this idea. The need for this project became evident as placement, success in coursework, and retention research at LBCC showed that many underrepresented students were not succeeding. At the time STAR was initiated, more than 60% of the LBCC population reflected a diverse ethnic profile, and the underrepresented students were disproportionately represented in basic skills courses. Ninety percent of the students who placed into basic reading (two levels below degree applicable reading) were from underrepresented groups. The English composition and the math skills with which these students entered were also of concern. Eighty-four percent of those students tested into basic composition (one level below degree applicable composition). Through the discussions and data gathered by LBCC groups such as the Student Equity Task Force, Matriculation Steering Committee, Institutional Research Committee and other groups, the need for an innovative program to address the needs of underrepresented students in basic skills classes and provide a mechanism of communication among the faculty and support personnel became apparent. STAR became this innovative program.

Through STAR, at-risk students are provided with a program that links courses, intensely develops communication skills and higher-order literacy, utilizes interdisciplinary curriculum and cooperative learning, facilitates faculty involvement and development, builds self-esteem, and offers academic, study, and social support. STAR is a student-centered learning program that creatively focuses on development and refinement of communication skills, consistent adjunct academic and personal support, and successful transition to college level course work.

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The STAR project has addressed the following needs:

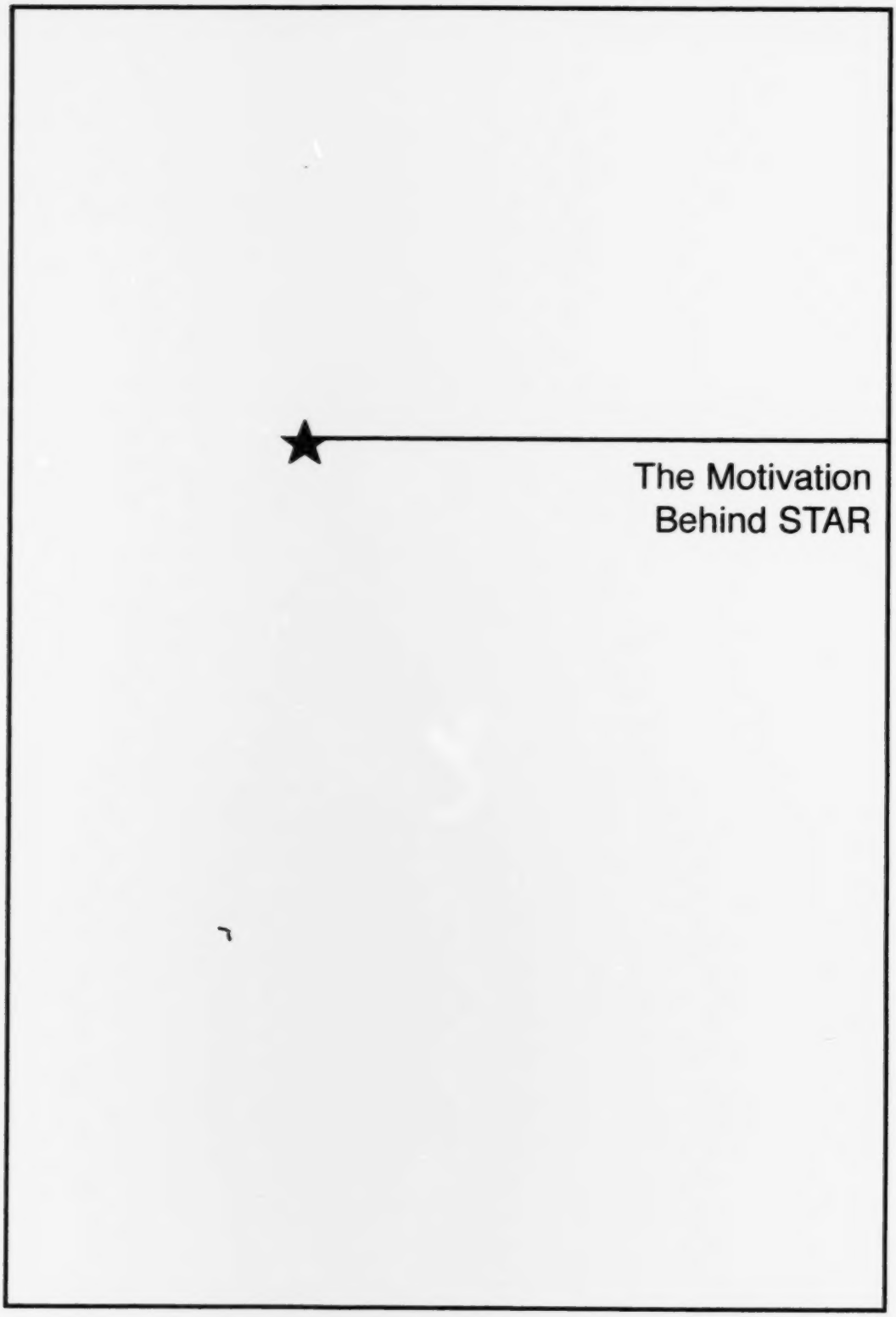
- **focused** on high-risk students, those with minimal academic skills, economic disadvantage, and language problems
- **taught** underrepresented, academically disadvantaged students the language skills necessary for success in a college setting
- **linked** reading, writing, math, and content curriculum
- **built** experiential background, developed schemata, and facilitated higher-order critical thinking
- **supported** students with information and counseling to improve their life management skills
- **developed** a sense of community—a feeling of belonging for students and faculty
- **provided** a mechanism of coherence for a student's entire educational experience
- **infused** global concepts of diversity, respect, acceptance, and appreciation

The STAR project has accomplished the following objectives:

- **readied** underrepresented students through intensive academic instruction in language arts, study skills, and college survival skills.
- **reinforced** academic instruction and positive affective characteristics while students completed core units and progressed into college level courses.
- **retained** targeted underrepresented students by networking, using active teaching/learning strategies, providing adjunct instruction, improving self-esteem, using collaborative learning and increasing successs.

The STAR project has made the following impact:

- **significantly improved** reading and writing skills
- **advanced** a larger number of underrepresented students to higher course levels
- **improved** retention
- **reduced** number of underrepresented students on academic probation
- **increased** completion ratio
- **better coordinated** student services, instructional support services, and academic curriculum.
- **elevated** self-esteem
- **provided** a feeling of community and support



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We were motivated to do this because of our belief in "student learning" and our realization that our community college student population contained many, many underprepared students—students with very poor skills in reading and writing and students with a genuine lack of self-esteem, fears of failure or success, and tremendous outside pressures in their day-to-day lives.

". . . our community college student population contained many, many underprepared students. . ."

We also knew that the present system of trying to educate these students was not working. So, putting together an interdisciplinary "community" of classes these students would all take together to address orientation to college, reading, writing, life management and study skills, and self-esteem seemed to be a different way to address this problem.

STAR was born!

From the Math Readiness Instructor

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During my eighteen years as an instructor at Long Beach City College, I had become increasingly frustrated trying to meet the needs of basic skills students enrolled in my classes. Often the subject matter moved too quickly for these students and they dropped out after just a few class sessions.

"I needed to find other ways to present subject matter to these students."

Looking at the changing demographics of our community, it was evident that basic skills students would enroll at LBCC in ever increasing numbers. In order to serve the needs of our community, I needed to find other ways to present subject matter to these students. I was intrigued with the idea of linking my class with the composition and reading classes so that these skills would be reinforced.

The STAR learning community has been very successful in raising the skills levels of the lower achieving students. The support system for students developed through the STAR program was often an important element missing from their lives.

From the Life Management Instructor

As a writing teacher, STAR gave me the advantage of having students immersed in language in all of their classes. The fact that teachers from other disciplines shared the same enthusiasm and dedication toward language that I did gave both my students and me a great deal of support. Also students were involved in *real* writing experiences instead of created, sometimes meaningless exercises. I could work with students as they did papers for other classes and, because of our weekly teacher meetings, have an idea of the assignments for the other classes. STAR reinforced to students the idea that writing is important.

From the Writing Instructor

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I have a strong belief that reading should not be taught in isolation. It is a skill and a process that develops when students become immersed in language, see connections between content areas, realize the importance of reading and writing competence, and have repeated opportunities to practice.

Before the learning community model was implemented, my reading classes were conducted in a traditional 3-hour block of time. I often felt isolated in my classroom, overwhelmed by the difficult problems I faced with students who could not or would not read, and saddened by the fact that they needed more help and time than the system would accommodate. What happened when my students completed the reading classes and entered transfer level courses? Did they use the reading skills they had learned? Did they continue to build literacy and critical thinking? Most important, were they successful?

"I often felt isolated in my classroom, overwhelmed by the difficult problems I faced with students who could not or would not read. . ."

So, as I tried to find a way to link curriculum and answer questions about student success, my motivation and interest in the learning community model grew.

From the Reading Instructor

As counseling faculty we have found that it is hard to measure whether we have made an impact with our programs. We also found that we did not have enough student or faculty interaction on a consistent basis. We wanted to find a way to "make a difference" and know that we had made a difference.

> *"We wanted to find a way to make a difference and know that we had made a difference."*

We also felt that it was extremely important to find ways to integrate counseling faculty into the way student success is addressed in the classroom. Many of the issues faced by all of our students (not just the basic skills students) are related to personal issues that the counseling faculty are trained to deal with; however, if we sit in our offices and wait for the students to come to us, the students in the most need will not come. Counseling faculty need to get out to the students so that the students can see us as advocates.

From the Counselors

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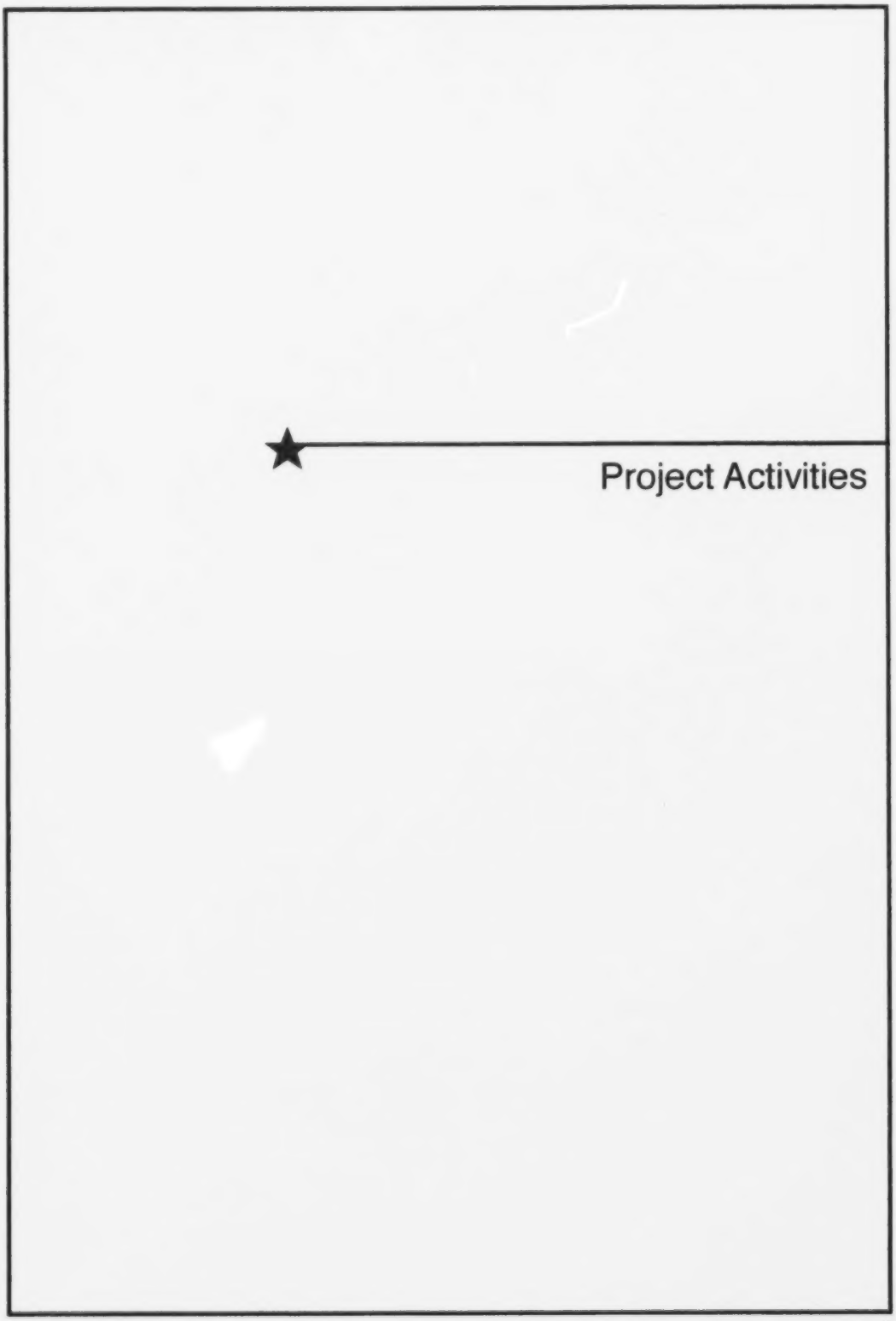
Project Activities

Recruitment and Orientation

More than 400 letters were sent to students who had placed at the lowest level in reading and writing during the College Assessment/ Placement process. Information about STAR was also presented to counseling staff, faculty, Instructional Deans, Admissions staff, and Financial Aid staff. Posters and flyers were distributed campus wide. Students were invited to attend one of several information sessions; child care and evening sessions were also provided. Active recruitment also occurred during open registration.

Enrollment

Approximately 30 students applied for STAR; all were accepted, but a few chose not to participate. In all, 24 students enrolled in the program. All of these students came from disadvantaged educational and socioeconomic backgrounds and generally had very low perceptions of their abilities. They were reaching out to the community college with the hope that it would give them a chance for success in life. They were fragile, feared failure, and desperately needed support, a caring environment, and a feeling of self-worth. They represented a diverse population:

- The average age was 30, ranging 18-50+.
- Most were African American.
- Other ethnic representations were: Samoan, Mexican American, Asian American, American Indian
- The level of education varied: many were high school graduates, a few were not; one had been away from school for twenty- six years, three had recently finished high school.
- Objectives varied: one wanted to read well enough to be able to help her children with their school work; several hoped to enter Vocational programs (Culinary Arts, Radiology, Nursing); some had transfer aspirations; many hope to enter "helping" professions such as teaching and social work.

- Some had learning problems and some had physical disabilities.
- All were academically disadvantaged.

Academic Program

Each student enrolled in twelve and one-half "core" units. Core units include Basic Writing (English 801), Basic Reading (English 881), Life Management (Home Economics 64), Introduction to College (Counseling 1), College Study Skills (Counseling 49), and Math Readiness (Basic Adult Education 601).

Supplemental Instruction

STAR provided students with at least six hours weekly of computer-assisted instruction in reading and writing as well as adjunct instruction with the project tutor/ instructional aide. As students formed peer study groups and became familiar with the computers, they often spent more than ten extra hours weekly improving skills and learning course material.

Study Skills and Life Management Workshops

Weekly two hour topical workshops were presented.

Counselor Support Services

A STAR counselor was available each Thursday and at several group counseling sessions. Counselors offered special early intervention workshops for students as well as sessions dealing with academic and personal problems.

STAR Weekly Planning and Coordination

Throughout the year, all team members met a minimum of three hours weekly to plan curriculum, link instruction, share teaching strategies, discuss concerns, and provide support for each other as well as students. The College also provided team members with a released day to have an intensive curriculum planning workshop.

STAR Team Student Support	The program provided daily assistance to students in academic areas as well as personal concerns. The STAR Team helped students with myriad problems: child care, financial problems, employment needs, abusive relationships, self-esteem, and illiteracy—to name a few.
STAR Team Enrichment	The team was enriched by sharing ideas, attending conferences, attending workshops, and seeking help from experts (learning communities and learning styles).
STAR Student Enrichment	There were field trips to Long Beach City College Liberal Arts Campus, California State University, Long Beach, and to hear a poetry reading by a noted African American writer.
Formative and Summative Evaluation	A pre/post testing in reading, a pre/post writing sample, a pre/post attitude/self-perception measure, a mid-term formative evaluation session with students and team members, and a final evaluation session with students were performed.
Video Production	STAR students evaluated the program and shared feelings about how it has helped them succeed with educational goals.
Completion Ceremony	The ceremony was attended by LBCC administration, faculty, staff, STAR participants, and family and friends of STAR students.
Publication of STAR Annual Newsletter	A newsletter was disseminated to each California Community College President, as well as distributed at a national conference, and campus wide.
STAR Team Presentations	Presentations were made to the Board of Trustees of the Long Beach Community College District, LBCC Academic Senate, Counseling Department, Financial Aid Department, English Department, Admissions staff, and Instructional Deans.

Cable Television

A presentation was made on City, a new magazine program on local cable.

STAR Articles

Articles were published in *Points of Contact*, Long Beach Community College District professional publication; *The Viking*, Long Beach Community College District student newspaper; Press Telegram, Long Beach area newspaper.

STAR Lobby Display

The Pacific Coast Library/Learning Center display case announced program and orientation times. A second display showed participants, gave program update, and displayed student pictures.

STAR Team Workshop Presentation

The STAR team attended the Noel-Levitz National Conference on Student Retention, New York, July, 1995.

Additional Funding

After investigating other sources of funding, STAR received support from AB 1725, Title III, Adult Basic Education, Matriculation, and VATEA.

Conference Attendance

STAR Team representatives attended The GAIN Conference, Chancellor's Office MegaConference, International Reading Association Conference, Learning Styles Workshops presented by Kate Kinsella, San Francisco State, CSU Community College Counselor's Conference, Research and Planning Group of the California Community Colleges Annual Conference, California Community Colleges Conference: Valuing Opportunity and Innovation, California Community Colleges Assessment Association, Great Teachers Seminar, and Home Economics Association Conference.

Community Recognition

1995 Honor Roll Award: Innovation in Education
Recipient, Long Beach Community Partnership.

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Learning Communities: An Overview

A variety of offerings of learning communities have been developed by institutions.

- Two instructors connect classes to **team teach.** This approach, called *coordinated studies* by some institutions, is very popular and requires teachers to work with each other in the classroom, sometimes working together both in presentations and in evaluations. Classes chosen depend on the institutions, and the curriculum varies depending on instructors' creative thinking. Students are required to enroll in both classes simultaneously.

- Students enroll in classes designated as part of the learning community; although the instructors have connected their classes and a certain number of students are simultaneously enrolled as a cohort, the whole class may not be a part of the learning community. Various permutations can exist among the classes offered and the students enrolled. Teachers continue to meet and to ***coordinate curricula***, but actual team-teaching does not occur. Teachers do their own evaluations for individual classes.

- A **cohort of students** is identified and enrolls simultaneously in two or more classes to form a community. Students attend all classes and *connected activities*, together, e.g. field trips, workshops, guest speakers. Teachers meet on a regular basis to coordinate curriculum, discuss evaluation, and other issues.

- Another variable is the **thematic link.** Some courses offer a common motif, such as "women's rights" or "ecology." Instructors work to weave a common theme through all of the classes taught. Other arrangements include themes that deal with skills, such as "basic living needs" or "effective communication." With a common thematic thread, teachers and students can establish commonalities beyond the currriculum itself.

In short, the ways that learning communities can be offered are many. STAR combines the essence of the last two previously mentioned options, keeping all students together and structuring "Basic Skills" as the theme. The important consideration appears not so much to be the choice of actual courses or even how the courses are arranged; rather what is most significant is the selection of the individual teachers. It is paramount that teachers be compatible not only from the philosophical point of view, but that they share a mutual respect. It appears that actual pedagogical differences in presentation (lecture vs. group work, for example) are less important than instructors' ability to get along.

What are the values of the learning community?

- *For the Students*:
  Students find the community stimulating because it reminds them that both problems and achievements are shared by all; they become connected with fellow students and can initiate discussion/study groups, find partners who will give tutorial aid, discover or clarify class assignments. They can formulate on and off-campus connections that provide social opportunities thus making attending class more than a specific, isolated activity. They also become aware that teachers are cooperating in the curricula; thus students develop an appreciation for how disciplines are interconnected, and how knowledge, in fact, is not compartmentalized but a part of a total package. Students also learn different teaching styles and, often, develop a relationship with instructors that allows them to question and criticize in ways that were impossible or discouraged in the older, independent modes of education. With newfound interest and commitment, student retention increases, not only allowing them to move through the courses they are taking but to persist and to take new, at times more challenging, courses in subsequent semesters. The evidence is also clear that for many students, learning communities provide them with that extra advantage so that they can succeed at higher levels in their classes.

- *For the Teachers*
  Teachers benefit from communities because students are so engaged and actively involved in learning. No matter the pedagogical means of delivery or evaluation, teachers recognize that the emphasis is always on The Learner. They also broaden their own knowledge and skills by connect ing with those instructors in different areas, thus increasing their empathy for teachers who are encountering special problems related to their discipline. The community, most importantly, requires cooperation among instructors. No longer is it possible or desirable to offer classes in the isolation of the classroom; now other people have the opportunity to listen to and comment upon the educational issues faced by the instructor. At first, this can be fearful for a teacher new to the community; later, how ever, it becomes the strongest link in the learning chain. Rather than distrust a colleague, teachers learn to count on them for suggestions and solutions. The successful community truly exists as a team approach, in the best sense of that often overused term; the group is truly stronger than its individual parts.

- *For the College*:
  An institution gains stature from the learning community because it provides an opportunity for the community to see the dedication of individuals to student achievement. The college can demonstrate that it is truly meeting the diverse needs of its community of scholars and offering a variety of offerings with different modalities so that students can be successful. Rather than being seen both by students and community as a monolithic structure that provides arbitrary hoops through which students are made to jump, the college is envisioned as a caring environment where teachers, counselors, and staff are dedicated to the learning of students and who are not afraid to listen and to change in appropriate ways to meet that goal.

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The Values of Learning Communities

The Students

- connect with fellow students for study groups, tutorial aide, clarification of assignments, socialization
- learn different teaching styles
- learn that teachers are cooperating in the curricula
- develop an increased interest in education

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The College

- meets the diverse needs of its students
- gains stature from the knowledge that the teachers, counselors, and staff are dedicated to the education of their students

The Teachers

- benefit from student involvement
- recognize that the teaching emphasis is always on the learner
- connect with other instructors
- become skilled in using a true team approach in which fellow teachers are counted on for suggestions as well as solutions to problems

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Implementing a Learning Community

We found the following are the steps to be useful and important in designing and implementing a learning community.

Choosing Your Student Population

Identify your selection criteria.

We based the selection of the students for STAR on their reading and writing skills. We identified students who placed into the lowest levels of reading and writing. This group of students was selected because we felt that the needs of these students were not being met by traditional methods of instruction and counseling. We were particularly aware of access and equity issues; therefore, any student who had the reading and writing placements, and could commit to the time requirements, could enroll in the program.

Scheduling

Plan ahead.

The scheduling process has to be implemented very early because load sheets are generated for the instructors at least 16 weeks prior to the beginning of the semester. The time for coordination among the faculty must be considered in the load sheets also. In addition, the schedule of classes is printed many weeks in advance and community offerings need to be listed and explained.

Coordinate class, lab, and workshop times.

The courses need to be scheduled so that all students are available for each course as well as for each lab, lecture, and workshop. In the STAR program we did not schedule courses before 9 a.m. because we knew that we would have many parents who needed to drop off children at school prior to coming to the college. The courses, labs, and lectures did not extend past 2 p.m. because many students had work and family commitments past that time.

Monitor course availability.

To avoid any conflicts related to availability of courses, it is important that the same courses that are offered through a learning community are also available to the general student body (e.g., the learning community English course should not be the only daytime English course available to students).

Make enrollment easy.

The first semester in which we offered STAR we gave the students petition cards which allowed them to enroll in all of the STAR courses. Now that we have implemented telephone registration, we have changed the scheduling and enrollment process. Students provide one section number in the telephone registration process and that section time covers all five of the STAR courses. Ease of enrollment for the students should be a major consideration when developing the scheduling and enrollment plans for a learning community.

Marketing

Publicize early and through many methods.

Prior to our first semester, the STAR faculty made presentations to: Counseling faculty and staff, Admissions, Financial Aid, Extended Opportunities Programs and Services, the Women's Center and other groups that had student contact. STAR posters were placed all over campus and STAR buttons were worn by a variety of faculty and staff. Counseling faculty presented information concerning STAR to those who attended the college assessment and orientation sessions. Letters were mailed to students who placed into Basic Reading and Basic Writing through the assessment process. The letter invited the students to an orientation concerning the program.

Don't assume you have done enough.

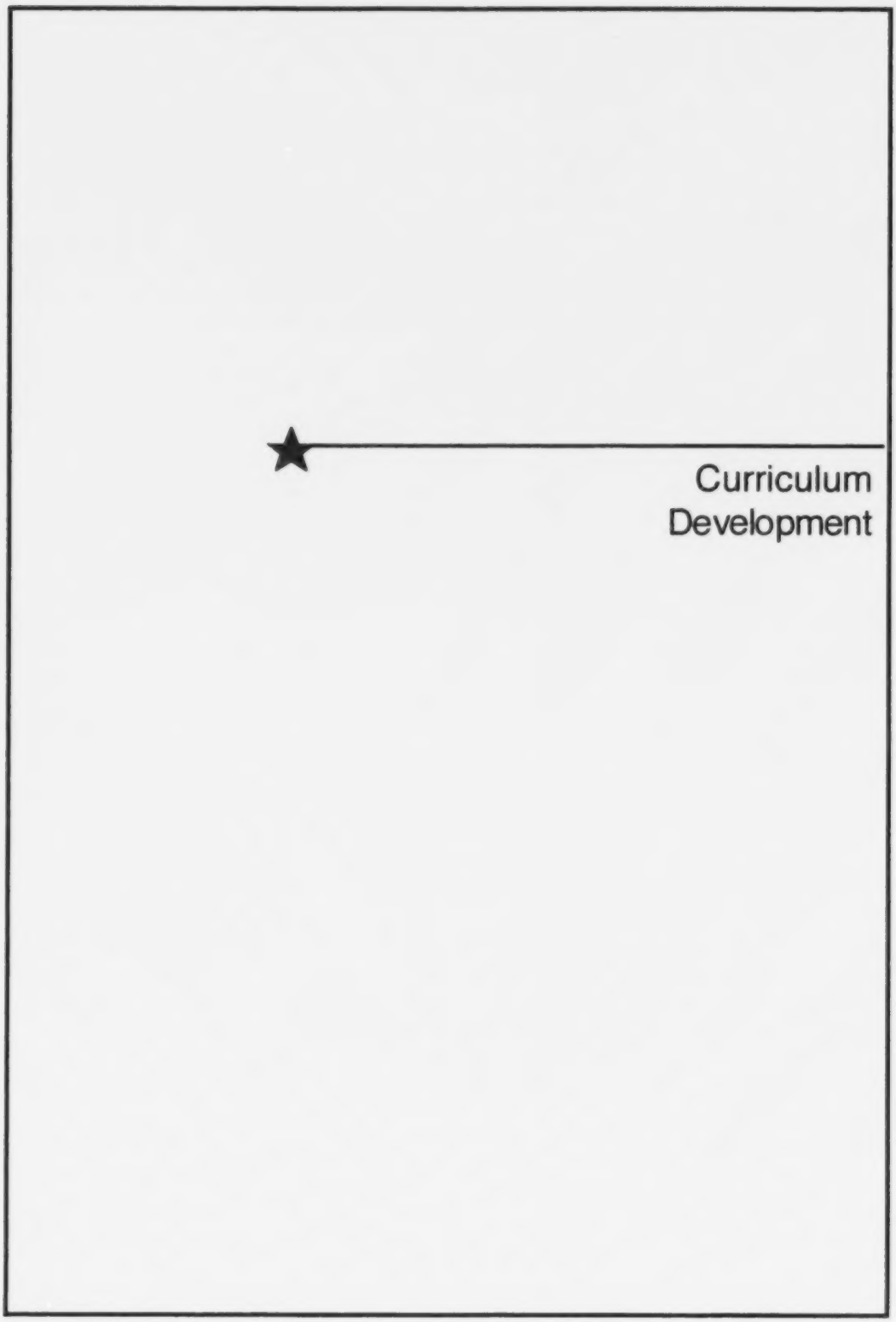
We thought that with all of the publicity we would have so many applicants that we would have to find a way to screen them. That was not the case. Two weeks prior to the start of the semester we had less than 15 students enrolled in the STAR program. We literally had to walk up and down the line at registration trying to find students who would be interested in the STAR program. On the other hand, the potential also exists for the community to become too large.

Keep trying.

From our initial efforts we learned that a good place to recruit students is in the classroom. Past STAR students were especially effective at recruiting. We have a section in the upcoming schedule of classes that quotes the students who have been in the STAR program. We also have an eight minute video featuring a group discussion by the STAR students in which they talk about the impact of STAR. This has been an effective marketing tool. A display case in the library shows pictures of the past STAR students with descriptions of what the program meant to them.

Continue marketing.

It is very important to continue to market the program during the time that you are offering it because when funding, politics and scheduling come into play, your program needs to have high visibility. We made presentations to the Board of Trustees, Academic Senate, Foundation, Senior Students program, and at administrator and faculty meetings. The college newspaper had an article about the program and the faculty/staff newsletter (*Points of Contact*) also had an article. We gained some community visability as recipients of an innovation award, but we have additional plans to market to the community at large and to the local high schools.


Curriculum
Development

Learning communities group classes around a common theme. In the STAR learning community, the unifying theme was "college success for the basic skills student". A key component of a learning community is the linkages between the classes selected to support this common theme. Course content should be integrated so that students will see the connections between classes and how each addresses the common theme.

Selecting the theme

Identify the faculty with whom you wish to work.

Although any number of subjects might be appropriate for a learning community, the most successful communities are those composed of instructors who like and respect each other, have the same orientation toward student success and similar philosophies of teaching/learning.

Have each instructor work separately and list the outcomes that students should have as a result of finishing a specific course.

It is helpful to write each outcome on a small slip of paper. Write as many outcomes as you can think of for that course.

Select the five outcomes that you feel are the most important.

This forced choice will help prioritize those outcomes that are essential in the selected course.

Compare outcomes with the other faculty members.

Is there a common theme that emerges? Can outcomes be grouped in a way that there will be logical connections among classes?

Identify those common outcomes and use these as a basis for determining the theme of the learning community and the appropriate courses to link.

Do other instructors need to be involved to complete the theme? Consider whether this particular combination of courses will attract enough students to make it a viable offering.

Linking Course Content

A time consuming part of creating a learning community is the actual linking of course content. Flexibility is the key! Often, changes will need to be made in the order in which an instructor presents topics so that there is a smooth flow between the various courses.

Appendix A contains the matrix developed for the STAR learning community. All eighteen weeks of the semester have been linked through topics, assignments, and workshops. It is important to constantly refine the curriculum matrix as the semester progresses because changes in one class will impact each of the others.

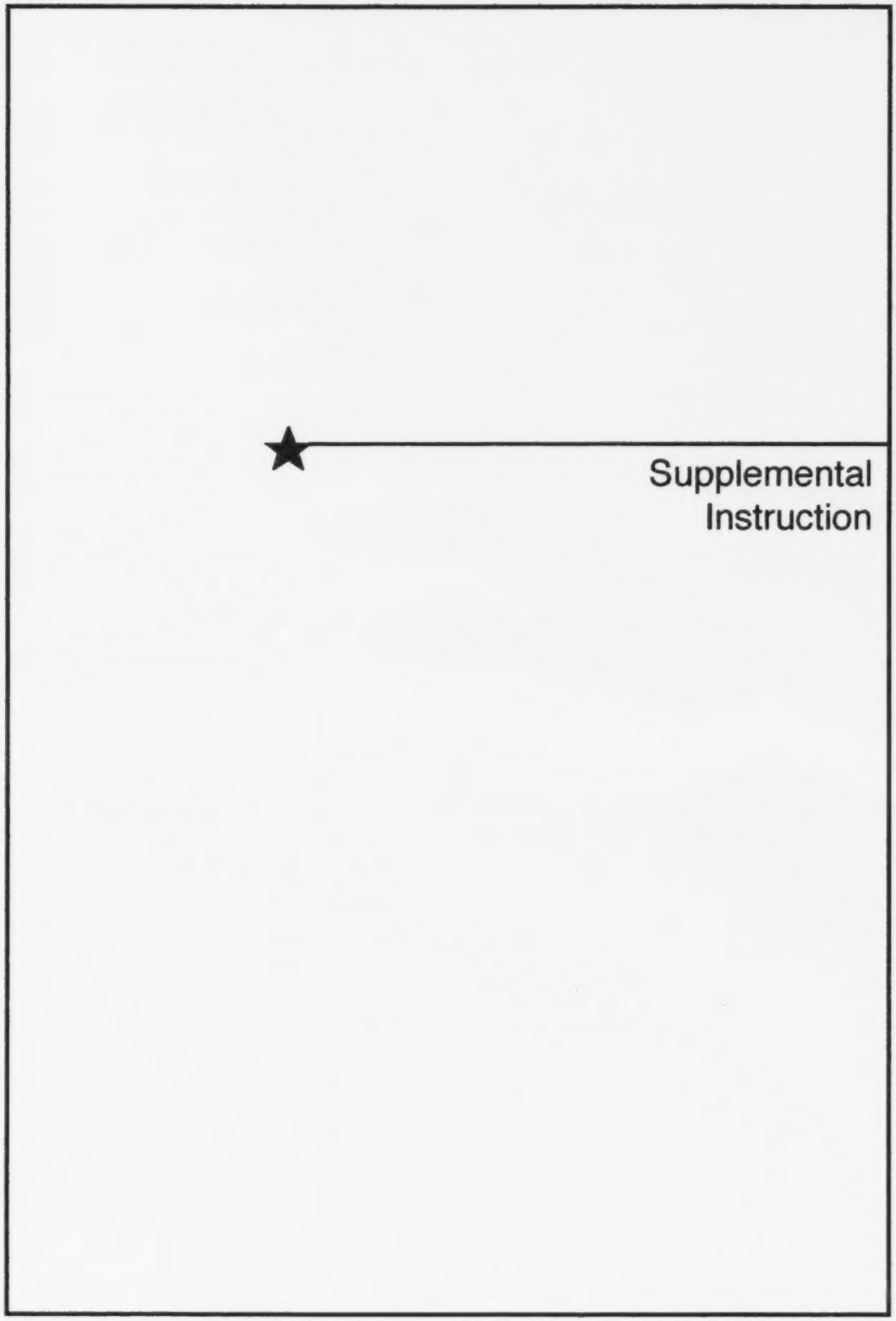
Generally it is easiest to select one class as the starting point for curriculum integration. In the STAR learning community, the Life Management instructor determined the order of topics to be presented and then the other subjects worked around that as a core.

Incoporating SCANS Skills

Consideration should be given to incorporating SCANS skills into the Learning Community. In 1991, Lynn Martin, Secretary of Labor under President George Bush, released the results of a year-long study to determine the skills that students need to enter the workplace. The Secretary's Commission on Achieving Necessary Skills (SCANS) Report identified *five competencies* and a *three-part foundation*. These can be found in Appendix B.

Incorporating the SCANS skills will help prepare students for the workplace as well as leading a productive life. Instructors in the STAR learning community received in-service training on integrating the SCANS skills and have made them a part of the curriculum.

Preparing students with the SCANS skills often means incorporating new teaching techniques including self-evaluation, active learning, classroom assessment, and team work.


Supplemental
Instruction

In setting up a Learning Community, particularly one focusing on the truly underprepared student, it is important to plan into your overall program supplemental student support components. These should include at least the following:

Workshops

Weekly workshops are best. These might take different forms and address a number of different needs. For example, workshops might take the form of what we called

- ***Academic/Educational Workshops***
  Library Skills such as Research Techniques and Reference Skills; How to use a Dictionary and Thesaurus; Test Taking Tips, etc.

- ***Informative/Reflective Workshops***
  Parenting, Self-Esteem, and other sessions led by the counselor(s).

- ***Inspirational "real life" models***
  Students have an opportunity to meet and interact with warm, loving, human beings.

Supplemental Instruction

A very capable LTE (Limited Term Employee, aide, Teacher Asst.) who is part "teacher" and part "aide" and part "tutor" is of real benefit to the teacher and the students. S/he should attend many of the class sessions with students so s/he knows what is going on in the classroom. This person MUST be an integral part of the team and meet regularly with them for planning and "de-briefing." This person can be a real leader in helping students organize student work/ study groups.

Student Work/ Study Groups

By making students aware of the importance of student work/study groups to their learning and helping them get started in setting up these groups, you can demonstrate the fact that they can all learn "better" by working together. Not only will they learn better, but they will become more active in class discussions and activities. They will become

better communicators and listeners. They will feel freer about participating in class discussions and in listening to the points others have to make.

Computer Lab

With "Basic Skills" students, reading and writing are the keys to their future success in school. The more writing students do the better readers they become. Having a computer lab available and appropriately staffed (another possibility for your LTE, aide, student assistant) where students can use word processors to type, revise, and rewrite assignments on the computer gives them a sense of accomplishment, a feeling for neatness, and pride and satisfaction with the final product. It also gives them a degree of computer literacy.

In our Learning Community, which included 12 1/2 units of Reading, Writing, Life Management Skills, Introduction to College, and Study Skills, we also included additional instruction in math. Even though the math was not a credit part of the community, it was an integral part of their total learning experience.

Math

Because we knew from college placement scores that these students needed a lot of help in "basic" math, we scheduled a **1 hour, 1 day per week math "class"** for these students. The instructor in the open entry/open exit Learning Center taught the class and planned an **individualized program** of study for each student to pursue an additional **2 hours per week** in the Center.

The purpose of the one hour of "class time" with the instructor and the extra Lab time was to have the students better prepared for the math class they would be taking in the future.

Do not be afraid to add enriching components to your community.

Funding

The STAR learning community was fortunate to receive a California Community College Chancellor's Office grant for underrepresented students. This grant funded the time needed for coordinating curriculum among the 12 1/2 units of coursework in the STAR learning community. Additionally, it provided the STAR instructors three hours per week for discussion of student progress and problems. Because these basic skills students experienced myriad personal problems along with their academic problems, this time was essential for the success of this project.

Furthermore, the grant provided funds for an instructional aide hired as a temporary worker. The instructional aide was a teacher-in-training at the local state university. She worked in the reading and composition classes and provided excellent support for both STAR faculty and students.

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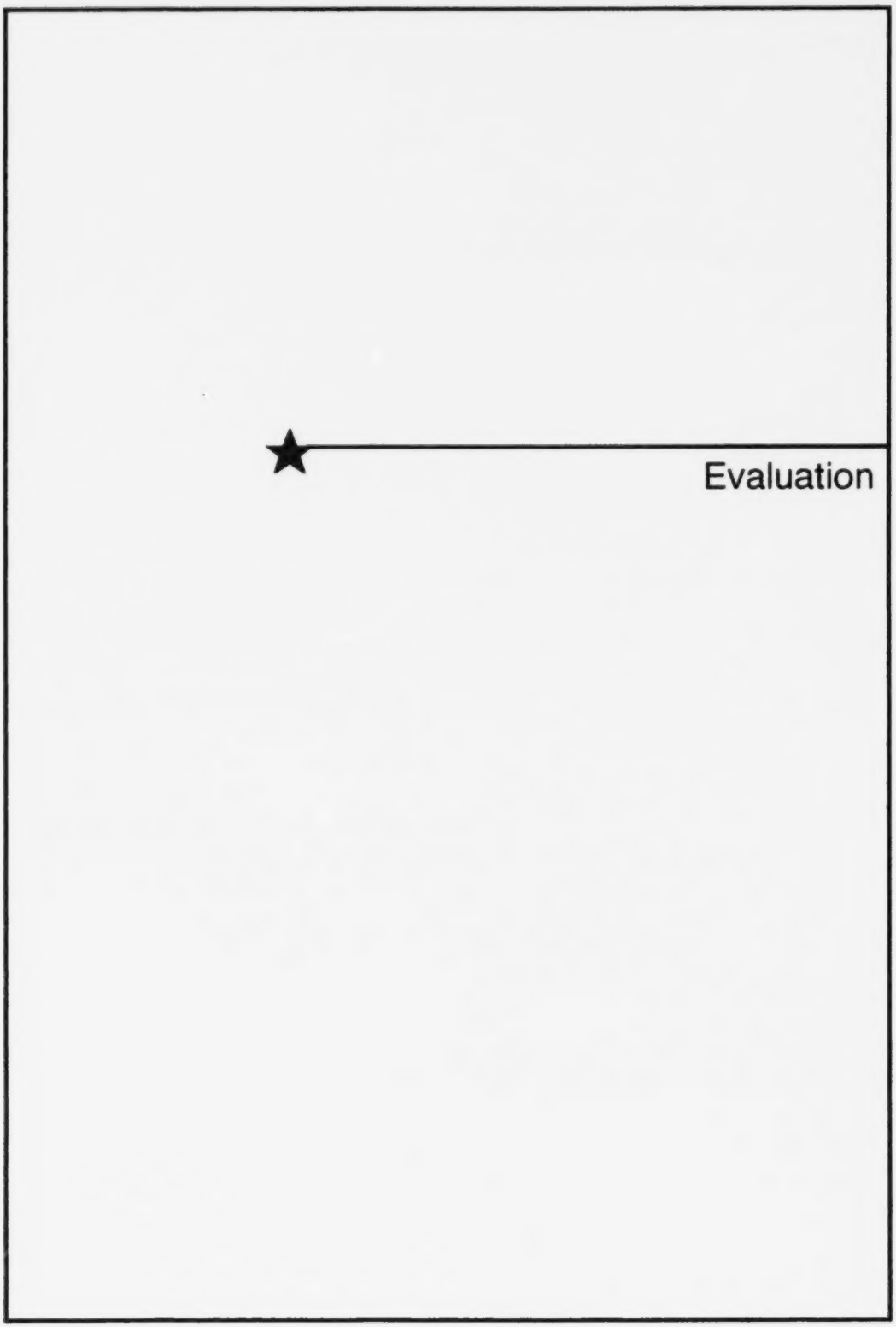
Evaluation

4 questions that need to be addressed in the evaluation process.

Question 1 *What influencing factors affect your population?*

There are many factors that have significant impact on the success (or failure) of students, yet these factors often defy standard accountability practices. Self-esteem, for example, is a student success factor that elicits the affirmation of many educators and the ire of others. What is it? Is it really important? How can it be measured? Additionally, student attitudes, interests, learning styles, relationships with teachers and other students, and counselor interventions are just a few of the many factors that influence success in higher education, yet their impact is difficult to measure.

Influencing factors and the intensity of intervention vary with each student. What affects one student may have little or no impact on another.

There are outcome factors that influence student success over which faculty and programs have no control. These include, but are not limited to, home environment, outside commitments such as working hours and children, educational background, experiential background, and cultural expectations. Consequently, the process of program evaluation is quite complex. A first step is to think through the influencing factors that affect your population.

Question 2

What are the desired program outcomes ?

Program outcomes might include the following general outcomes:

- Improved academic skills
- Improved persistence
- Success in next sequence
- Goal completion

Other outcomes should be designed to reflect program content and objectives.

Question 3

What types of assessments will measure your program outcome?

Possible quantitative (objective judgments) and qualitative (subjective judgments) measures that can be employed to measure program outcome include:

Quantitative

- Pre/Post Skills Assessments
- Reading (Gates MacGinitie, Nelson Denny, College Board)
- Math (College Board + individual assessment through Learning Assistance Center)
- Writing (College Board + Writing Sample)
- Assignments/Test Scores in learning community courses
- Pre/Post Likert type attitude scale
- Pre/Post measure of self-esteem
- Attendance
- Course retention/withdrawal rates
- Completion ratio
- Enrollment in successive courses
- Longitudinal measure of retention
- Success in next level of coursework

Qualitative:

- Student Interviews
- Student Conferences
- Weekly journal entries by students and faculty
- Informal evaluation sessions
- Quick writes
- Weekly faculty planning sessions
- Information from instructional aide
- Information from counselors
- Course and program evaluations

Many of these measures are formative in nature, while others are summative, so be sure to set and follow a timeline for evaluation purposes.

Question 4

What strategies will you follow as you formulate your action plan?

Consider the following strategies as you formulate an evaluation plan:

- **Analyze retention rates** for each core class and compare them to the same courses that are not part of the learning community.
- **Compare** the number of learning community students who move to the next level of math, writing, reading, and/or general education classes in a particular sequence to those students in the same classes that are not part of the learning community.
- **Conduct formative evaluations** with students, project team members, and other personnel involved which focuses on the quantitative as well as the qualitative data related to the effectiveness of the learning community through
  - Student Satisfaction Questionnaire
  - Faculty Questionnaire
  - Open Forums
  - Quick Writes
  - Journals
  - Round-Table Discussions
  - Pre/Post Attitude Scale

- **Conduct interviews** with students who drop out of the learning community or receive a failing grade to determine factors that contributed to this situation.
- **Complete pre/post assessment measures** to determine if learning community students increased their academic skills using
  - Standardized Reading Test
  - College Placement Test
  - Writing Sample
  - Content Inventories
- **Conduct additional pre/post measure** of student self esteem.
- **Conduct summative evaluations** with all learning community participants and the instructors of the core courses through
  - Written Evaluation
  - Open Forum

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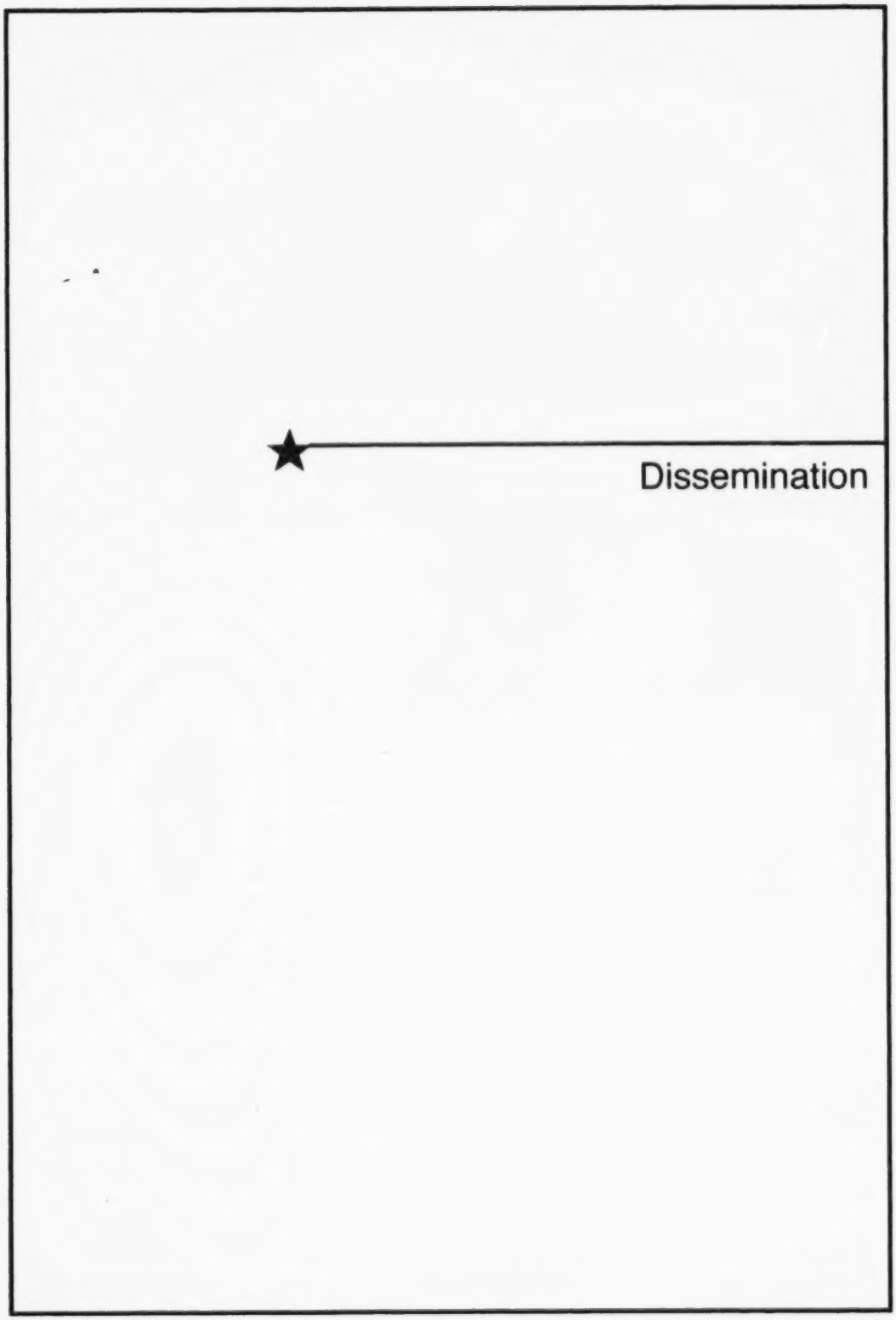

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Why should information about your program be disseminated?

To garner institutional and financial support .

Student success is the goal of most programs and financial support is necessary if your program is to continue. Commitments both operationally and financially need to be made in order for this to occur. Cooperation from department chairs, registrars and peers are vital. If funding is financed through "non-general fund" monies once funding ends commitment must be made.

To establish credibility.

Innovative programs are often met with skepticism and may be viewed as a threat to the traditional curricula; therefore, information about the value of a learning community must be explained.

To coordinate efforts with other academic/student support programs .

Duplication of services often leads to confusion and frustration among students, so coordination between your program and academic disciplines, EOPS, DSPS, reentry services and Counseling must be made.

To allow replication of programs .

One of your goals may be to have multiple learning communities created by the success of yours.

To help in the recruitment of new students.

Typically the vehicles used for dissemination are:

- workshops/presentations
- conferences related to the discipline
- electronic transmission
- newsletters
- articles written for professional journals
- electronic transmission
  Internet
  INFONET
  College Page

STAR team members made presentations to the following:

- Board of Trustees
- College Foundation
- Executive Committee (Administrators/Deans)
- Academic Senate
- Participating Department Meetings
- Counseling /Financial Aid/ Reentry Programs
- Inservice/Staff Development
- Educational Equity Committees
- Related Classrooms
- Interested Community Groups
- Chancellor's Conference
- C.C.C.C.A.
- National Conference on Student Retention

PLEASE CONTACT ME REGARDING A LEARNING COMMUNITY WORKSHOP PRESENTATION. MAIL REQUEST TO:

_____
Name

_____
Name of College/University

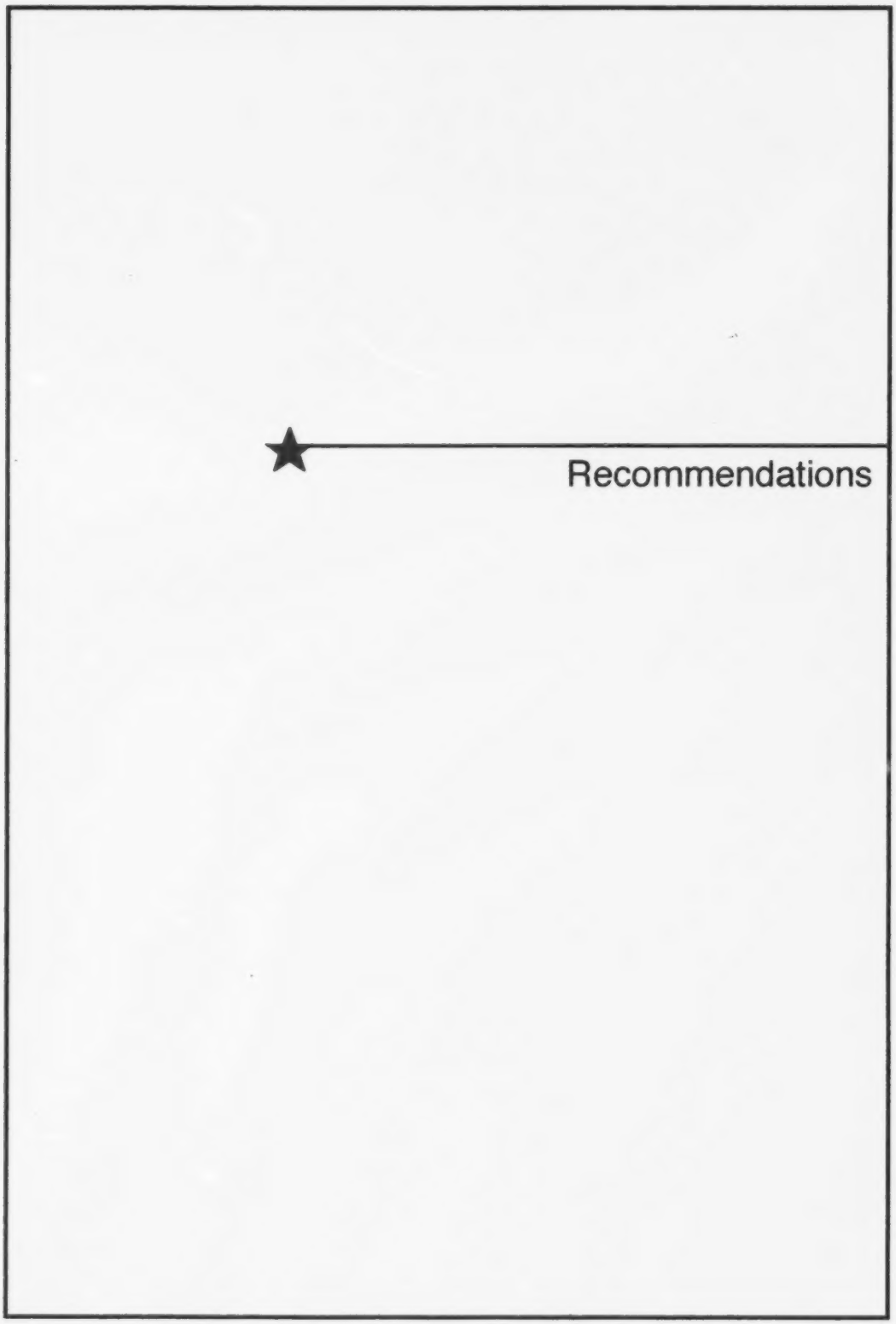
_____
Address

_____
City, State, Zip Code

_____
Telephone

Paul Waechter
STAR PROGRAM
Long Beach City College
1305 E. Pacific Coast Highway
Long Beach, CA 90806

FAX (310)599-7912
WAECHTER @ LBCC.CC.CA.US



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Plan ahead. A Learning Community involves cross-coordination between departments, divisions, administrators, and faculty. Everything becomes complicated because so many people are involved.

Plan ahead, again! Think about advertising— class schedules are often written months in advance. Think about recruitment; if you hope to form a community of new students, a fall community is easier to build because you can recruit at local high schools, through SOAR and EOPS, etc. If you form a community of returning students, of course a spring start will work best. Think about scheduling class times that work for students and faculty, shared meeting time for faculty involved in community, etc.

Be patient. A new concept must grow and be accepted— it can't be forced.

Carefully choose faculty. This is the most important consideration. Faculty members who work together in a learning community must genuinely like each other. Teaching style and curriculum can adapt if those involved respect and care about each other. *Remember, a learning community is also a teaching community.*

Carefully choose your instructional aide. If possible, work with your local university or college involved with teacher training. STAR recruited a "teacher in training" from California State University, Long Beach. She attended classes with students, provided instructional support (tutoring, Macitosh lab assistance, small group teaching, etc.), as well as emotional support (students identified with her because she was a student also).

Realize the time commitment. This one community could easily be a full-time teaching load, yet all faculty involved have other classes, responsibilities, counseling duties, etc. Learning Community students become knowledge hungry; they are not satisfied with a normal block of class time.

Maintain the integrity of each curriculum. Yet be willing to make adjustments in content and strategies.

Inform everyone. Keep department members, Academic Senate, and EVERYONE informed before, during, and after the idea of a learning community takes shape. Make presentations, invite administrators to talk to your students, publish updates to the faculty, share a success, ask for help with a failure, use local lines of communication to talk about the community.

Build self-esteem. A Learning Community should stress talent development, not competition.

Seek support. Actively seek institutional support.

Use the Action Plan Use the Learning Community Action Plan (Appendix C).

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Appendices

STAR: LINKED CURRICULUM

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	**Life Management** Holiday	**Basic Adult Education** Assessment: Math, Reading, Spelling **Basic Writing** Introduction to English 801 Writing activity: Letter responding to "Why have I chosen to come to college?" Introduction of journal writing	**Basic Reading** Name Game Introduction to English 881 Attitude/Interest Survey Self-Esteem Measurement Story: Life Over Death (Values) Directed Reading Activity: 5W's + 1H	**WORKSHOP** *STAR Orientation*: Welcome, STAR Overview, goals and expectations, question/answer period, problem solving. Provide students with 3-ring notebook, calendar, to-do list, dividers, and spiral notebooks for journal writing (STAR Faculty) **Basic Writing** Writing versus speaking Personal writing problems	**Orientation to College Success** Introduction to Counseling 1 and Long Beach City College **College Study Skills** Orientation to Counseling 49
2	**Life Management** Introduction to H EC 64 Our changing society "Power of Self Belief" Find three articles in the library re: changing society (sources to include ProQuest)	**Basic Adult Education** Math evaluation **Basic Writing** Introduction to "discipline"writing Introduction to paragraph writing	**Basic Reading** Gates McGinitie Reading Test Game: How to Use a Textbook Reading a semester-long assignment sheet Using a Dictionary Article Review using 5W's + 1H	**WORKSHOP** *General Introduction to Library* (Librarian) **Basic Writing** In-class writing activity	**Orientation to College Success** Obstacles to success Factors in educational planning **College Study Skills** Time Management
	Lab Assignment: Small group visits to Library to utilize ProQuest System.				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
3	**Life Management** Topic: How changes impact society and life management Classify articles according to types of change Family types (understanding and interpreting data)	**Basic Adult Education** Individualized math curriculum **Basic Writing** Writing an introduction Writing about values	**Basic Reading** Finding topic and main idea Vocabulary Self-Study (VSS) Cooperative activity: *Overcoming Obstacles to Success* Read excerpt, list descriptive words, write short summary	**WORKSHOP** *Sharing Experiences #1* (Counselor) **Basic Writing** Writing an article summary	**Orientation to College Success** Topic: Higher education in California **College Study Skills** Time management and college survival skills
	Lab Assignment: Introduction to Macintosh Computers. How to use CD Rom: Encyclopedia and Microsoft *Bookshelf.*				
4	**Life Management** Values, Standards, and Goals "Setting Realistic Goals" Values writing	**Basic Adult Education** Individualized math work **Basic Writing** Writing fundamentals: tense, person, plural	**Basic Reading** Supporting Details Share descriptions and story summaries for overcoming obstacles cooperative activity VSS	**WORKSHOP** *Student to Student* (student tutor) **Basic Writing** Writing fundamentals	**Orientation to College Success** Quiz 1 Programs and Certificates **College Study Skills** Preparing for academic success
	Lab Assignment: Mac writing assignment—"Tell about an obstacle you have overcome/are overcoming to return to college."				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
5	**Life Management** Goal Setting Exam #1	**Basic Adult Education** Individualized math curriculum **Basic Writing** Definitions Values How do you define? What makes you what you are?	**Basic Reading** Review: Dictionary Use, Main Idea, Topic Sentence, Supporting Details Directed Reading Strategy: Mapping VSS Write Bio-Poem	**WORKSHOP** Campus Dean: Bill Barnes *Responsibility, Opportunities, Making the Most of Your Future* **Basic Writing** Team Teach: Review test results from Life Management; discuss test taking tips	**Orientation to College Success** Holiday **College Study Skills** Holiday
	Lab Assignment: Individualized reading practice—*Word Attack 3*				
6	**Life Management** Holiday	**Basic Adult Education** Individualized math curriculum **Basic Writing** Significant incidents Analysis Writing: Synthesis of Overcoming Obstacles	**Basic Reading** Test: Dictionary, Topic, Main Idea, Supporting Details Story and activity: Are You a Good Listener? (Effective Listening)	**WORKSHOP** Guest speaker **Basic Writing** Paragraph Basics Topic Sentence	**Orientation to College Success** Types of Degrees Reading and Using the College Catalog **College Study Skills** Organizing, outlining, and listening for notetaking
	Lab Assignment: Mac writing assignment—evaluate your listening skills and compare to the guidelines presented in the story. How do you compare?				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
7	**Life Management** Decision making Communicating effectively Improving your listening skills	**Basic Adult Education** Individualized math curriculum **Basic Writing** Decision making style writing assignment	**Basic Reading** Implied main idea Writing assignment using vocabulary from VSS Review test results Story: *Urban Legends* (myths society creates)	**WORKSHOP** *Sharing Experiences #2:* Formative Evaluation **Basic Writing** In-class writing activity–focus: details	**Orientation to College Success** Quiz 2 Key college information **College Study Skills** Notetaking Tour of campus support services
	Lab Assignment: Word process in-class writing assignment for Life Management and Basic Writing. Continue with Word Attack 3.				
8	**Life Management** Time management 3 Day Time Log	**Basic Adult Education** Individualized math curriculum **Basic Writing** Paragraph practice Sharing writing	**Basic Reading** Major/minor supporting details Skill practice: Mac Lab VSS Story: *False Ideas about Reading*	**WORKSHOP** Learning Center **Basic Writing** Verbs regular irregular Laws of language	**Orientation to College Success** Programs and services **College Study Skills** Academic Reading part 1: general reading strategies
	Lab Assignment: Macintosh writing assignment; Word Attack 3, skill practice.				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
9	**Life Management** Fear of failure; fear of success Time management Analyze time usage	**Basic Adult Education** Evaluation: math progress **Basic Writing** Decision making Writing with Life Management assignment	**Basic Reading** Supporting details–major and minor Cooperative activity: Constructing paragraphs VSS Story: *Read All About It* (overcoming reading problems as an adult)	**WORKSHOP** Guest Speaker: *Parenting* **Basic Writing** Counselor visit Expansion: the syntax of detail	**Orientation to College Success** Last class meeting Quiz 3 Ed plans Evaluation Compare/contrast: How are you changing? **College Study Skills** Academic Reading part 2: textbook reading strategies
	Lab Assignment: Mac Writing—story response and personal application. Compare and contrast you education to that of the author's. What can be done to provide a better education for children?				
10	**Life Management** Time management Jigsaw: article discussion Delegating Getting along in groups	**Basic Adult Education** Individualized math curriculum **Basic Writing** Impressions that lead to topic sentence and development	**Basic Reading** Field trip preparations Test #2: locating topic sentence, implied main idea, and supporting details VSS	**WORKSHOP** Quiz for College Study Skills **Basic Writing** Verbs: the participle More paragraph work	**Orientation to College Success** Field Trip California State University, Long Beach Participate in IMPACT Day sponsored by IMPACT/ TEACH Meet Vice President for information session Campus tour and lunch
	Lab Assignment: Individualized reading practice.				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
11	**Life Management** Working as a team Setting evaluation criteria	**Basic Adult Education** Individualized math curriculum **Basic Writing** The whole essay: how it works	**Basic Reading** Transitions Cooperative activity Directed Reading Strategy: KWL VSS Story: *Getting Words on Paper: Where to Begin*	**WORKSHOP** Counselor: *Addictive Behavior* **Basic Writing** Thesis and development	**College Study Skills** Concentration and motivation
	Lab Assignment: Use KWL information to write personal applications from story. Continue with individual skill building programs.				
12	**Life Management** Motivation Delegation Cooperative work—group projects	**Basic Adult Education** Individualized math curriculum **Basic Writing** Supportive structure Essay production	**Basic Reading** Patterns of organization Directed Reading Strategy: Flash Cards Newspaper Activity VSS Story: *Exam Anxiety and Grandma's Health*	**WORKSHOP** Guest Speaker **Basic Writing** Essay: optimism versus pessimism How I am what I am	**College Study Skills** Preparing for tests
	Lab Assignment: Mac writing activity using transitions and patterns of organization.				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
13	**Life Management** Human energy management Group reports Cost of convenience	**Basic Adult Education** Individualized math curriculum **Basic Writing** Essay plan Discussion Subject -Verb agreement	**Basic Reading** Transitions and patterns of organization review VSS: quiz Story: *How to Make It in College Now that You Are Here*	**WORKSHOP** Guest Speaker **Basic Writing** Writing the essay (in class)	**College Study Skills** Test taking
	Lab Assignment: Individualized reading practice.				
14	**Life Management** 1/2 of group projects Cost of convenience Reading on energy conservation Utility bills	**Basic Adult Education** Individualized math instruction **Basic Writing** Writing the essay II (in class)	**Basic Reading** Making inferences "Paper Bag"—cooperative activity VSS	**WORKSHOP** Guest Speaker **Basic Writing** Discussion of problems	**College Study Skills** Test taking
	Lab Assignment: Individualized reading practice.				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
15	**Life Management** Energy conservation Recycling project	**Basic Adult Education** Individualized math curriculum **Basic Writing** Essay evaluation (transparencies)	**Basic Reading** Strategies for independent, continued vocabulary building VSS Directed Reading Strategy: Critical Reading Story: *The True Story of the Three Little Pigs*	**WORKSHOP** Guest Speaker **Basic Writing** New topic Consumer problems	**College Study Skills** Quiz Memorization
	Lab Assignment: Individualized reading practice.				
16	**Life Management** Managing the environment Handling change and stress	**Basic Adult Education** Individualized math curriculum **Basic Writing** Writing assignment–program evaluation	**Basic Reading** Reading for Pleasure: A Lifelong Habit VSS Stories: *A Love Affair with Reading* and *Childhood Stress and Resilience*	**WORKSHOP** Guest Speaker **Basic Writing** Discussion: plan development	**College Study Skills** Memorization Preparing to write a term paper
	Lab Assignment: Mac writing assignment—essay for English 801.				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
17	**Life Management** Dealing with change Stress Interview	**Basic Adult Education** Summative Evaluation **Basic Writing** Essay due	**Basic Reading** Post testing—attitude, interest, self-esteem, Gates McGinitie Story: *Cipher in the Snow*	**WORKSHOP** Summative Evaluation of STAR Program **Basic Writing** Evaluation	**College Study Skills** Library tour Writing term papers
	Lab Assignment: Writing Assignment—program evaluation.				
18	**Life Management** Final exam	**Basic Adult Education** Summative Evaluation **Basic Writing** Final exam	**Basic Reading** Story: *Leo the Late Bloomer* Final exam	**WORKSHOP** Completion Ceremony	**College Study Skills** Final Exam

Additional Curriculum Information
Weekly Schedule

Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
H. EC 64 Life Management Skills 3 units Time: 9-12 **COMPUTER LAB/ TUTORING** 12:30-2:00	**BAE 601** Individualized Math Readiness Time: 9-10 **ENGL 801A** Basic Writing 4 units Time: 10-12 **COMPUTER LAB/ TUTORING** 12:30-2:00	**ENGL 881A** Basic Reading 3 units Time: 9-12 12:30-2:00 **COMPUTER LAB/ TUTORING** 12:30-2:00	**WORKSHOP SERIES** 9-10 **ENGL 801A** Time: 10-12 **COMPUTER LAB/ TUTORING** 12:30-2:00	**COUNS. 1** **COUNS. 49** 2 1/2 units Time: 9-12

Textbooks

H EC 64 Life Management

Throop, Robert K. Reading Your Potential: Personal and Professional Development, 1993
Del Mar Publishers, Inc.
3 Columbia Circle
Albany, New York 12203-5015

English 801 Basic Writing

McWhorter, Kathleen T. The Writer's Compass: A Sentence & Paragraph Text with Readings, 1995
Houghton Mifflin Company
222 Berkeley Street
Boston, MA 02116

English 881 Basic Reading

Langan, John and Bill Broderick Ten Steps to Building College Reading Skills, 1993
Goodman, Donald J. and Carole Mohr Building Vocabulary Skills, 1994
Townsend Press, Inc.
Pavillions at Greentree - 408
Marlton, New Jersey 08053

Couns. 1 Orientation to College

Long Beach City College Catalog

Couns. 49 College Study Techniques

Pauk, Walter How to Study in College, 1993
Houghton Mifflin Company

Resources

Interpersonal

SCANS
The Five Competencies

Identifies, organizes, plans, and allocates resources.

- *Time*
  Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- *Money*
  Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- *Material and Facilities*
  Acquires, stores, allocates, and uses materials or space efficiently.
- *Human Resources*
  Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

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Works with others.

- *Participates as Member of a Team*
  Contributes to group effort.
- *Teaches Others New Skills*
- *Serves Clients/Customers*
  Works to satisfy customers' expectations.
- *Exercises Leadership*
  Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- *Negotiates*
  Works toward agreements involving exchange of resources, resolves divergent interests.
- *Works with Diversity*
  Works well with men and women from diverse backgrounds.

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Information

Systems

Technology

Acquires and uses information.

- *Acquires and Evaluates Information*
- *Organizes and Maintains Information*
- *Interprets and Communicates Information*
- *Uses Computers to Process Information*

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Understands complex inter-relationships.

- *Understands Systems*
  Knows how social, organizational, and technological systems work and operates effectively with them.
- *Monitors and Corrects Performance*
  Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
- *Improves or Designs Systems*
  Suggests modifications to existing systems and develops new or alternative systems to improve performance.

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Works with a variety of technologies.

- *Selects Technology*
  Chooses procedures, tools or equipment including computers and related technologies.
- *Applies Technology to Task*
  Understands overall intent and proper procedures for setup and operation of equipment.
- *Maintains and Troubleshoots Equipment*
  Prevents, identifies, or solves problems with equipment, including computers and other technologies.

The Three-Part Foundation

Basic Skills

Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

- *Reading*
  Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- *Writing*
  Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- *Arithmetic/Mathmatics*
  Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- *Listening*
  Receives, attends to, interprets, and responds to verbal messages and other cues.
- *Speaking*
  Organizes ideas and communicates orally.

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Personal Qualities

Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

- *Responsibility*
  Exerts a high level of effort and perseveres towards goal attainment.
- *Self-Esteem*
  Believes in own self-worth and maintains a positive view of self.
- *Sociability*
  Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- *Self-Management*
  Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- *Integrity/Honesty*
  Chooses ethical courses of action.

Thinking Skills

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons.

- *Creative Thinking*
  Generates new ideas.
- *Decision Making*
  Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- *Problem Solving*
  Recognizes problems and devises and implements plan of action.
- *Seeing Things in the Mind's Eye*
  Organizes and processes symbols, pictures, graphs, objects, and other information.
- *Knowing How to Learn*
  Uses efficient learning techniques to acquire and apply new knowledge and skills.
- *Reasoning*
  Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving problems.

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Learning Communities Action Plan

What common instructional theme might you address?

What specific courses might be linked?

What "specialized activities" can be incorporated to further help students make connections? (Field trips, guest speakers, common reading materials, etc.)

Who are the instructors you want to work with? Why?

Do you have the support of your department head? dean?

When do you want to implement this?

Which students will be targeted for your program?

How will the courses be listed in the Schedule of Classes?

Are there special registration concerns to address?

What will the teaching load be for each instructor?

How much time do you need for planning/coordination?

How can this project be funded?

How can results be assessed?

What other barriers will you have to overcome?

What are the next steps needed for this to occur?